

《语言学习与新技术》

图书基本信息

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前言

Language Learning and New Technologies: Proceedings of the 2~a International Conference on Language Learning at Peking University, is a collection of papers presented at Peking University in October, 2008. Being a participant of both the first and the second conferences organized by my colleagues, I have witnessed the contributions they have made in English teaching and research in the past decade in Peking University. The 2008 conference is also marked by its international character with the joint sponsorship of Peking University and Griffith University, Brisbane Australia as well as with the presence of Sebastian Brook from Kogakuin University, Tokyo, Japan. My colleagues and I are all the more encouraged to have the guidance from Prof. Ian O'Connor, Vice Chancellor of Griffith University on various occasions. We are also grateful to have participants from Beijing, Shanghai, Tianjin, and Chongqing, and more than 100 or so participants from 10 other cities and 32 universities.

In this proceedings, the first group of papers focuses on "Language Learning as Interaction and Multimodal Communication. " It is known to all that the field of second language acquisition assumes that participation in communicative interaction is a strategic way, in which a second language is acquired by learners. Activities that occur during interaction (e. g., the provision of corrective feedback, noticing, the production of modified output, the negotiation of meaning) are considered to play an integral role in the learning processes. In

connection to this understanding, interaction-based learning presupposes multimodal communication. Multiple preferences give one choices of two or three or four modes to use for one's interaction with others. Positive reactions mean that those learners with multimodal preferences choose to match or align their mode to the significant others around them.

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内容概要

《语言学习与新技术(北京大学第二届英语教学国际研讨会论文集)》内容简介：the proceedings have proved that teachers in the foreign language circle should aim high in their work. We should teach the language, we should also do research about the right way to teach language in general, and a second language or a foreign language in particular, as argued by Marilyn McMeniman's keynote speech "Why Language and Language Research Matter? " Since we live in an era of globalization, there is so much for us to learn from their experiences on the part of our Australian counterparts, which is touched upon in my paper "Globalization and Australia's Higher Education".

书籍目录

Globalisation and Australia ' S Higher Education
Instrumentality-oriented or Humanity-oriented in Foreign Language Teaching?
English Learning in China : In Search of New Identities
Can Conversation Analysis Shed Light on Language Acquisition?
Why Languages and Language Research Matter
Language Learning as Interaction and Multimodal Communication
The Insider Effect in Chinese Interpersonal Relationships in Intercultural Communication
Differences between Learners of Higher and Lower Starting Proficiency Levels as Revealed by Evaluation Results
Effects of Proficiency。 -based Pair Pattern on Focus on Form during Collaborative Dialogue
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The American Short Story through Film : Literature and Multimedia in College English Teaching
The Principles and Practice of Summative Evaluation of CALL Software
-The Evaluation of the New Perspective English Learning
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Applying the Model of Digital Literacy Assessment in New Horizon College English Teaching
The Effect of Autonomous Assisted Listening Course on CET4 Results
——An Empirical Study at the Institute of Tourism
The Design and Evaluation of English Testing Item Bank——The Evaluation of College English Test Bank
A Study on the Student——centered Teaching Model in Audio · -video Speaking Class in CALL Environments
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Reflections on Corpus-based College English Teaching
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A Survey of the Use of the Computer / Internet in Post-class English Interactions
Roles of Teacher Autonomy in Promoting CALL Discourse Analysis and Language Learning
An Empirical Study on the Correlation between English Anaphoric
Pronouns and Chinese Zero Anaphora
A Cognitive Text Analysis of The Art of Living
A Cognitive Perspective to Intertextuality jn L2 Writing
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From a Teacher-learner ' S Perspective : Reflections on Foreign Language Classroom Learning and Teaching in China
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Identity and Language Learning
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Discourse Construction of Teacher ' s Multiple Identities : A Case Study of an M . A . Thesis Defence
The Discursive Turn and Reading Comprehension
Modern and Postmodernist Positions of Language Learning in A Chinese University Classroom
编后记

章节摘录

4.1 Decentralization and Liberalisation The tradition of Australian universities is to operate in an environment characterized by a substantial degree of centralized government planning. This was done by the Commonwealth government's dominance over institutional funding, the setting of student load targets, control of tuition charges, and through the morass of regulatory controls utilised to influence the system in direct and indirect ways (West, 1998, p. 80). As a result, Australian universities have become too much like government agencies, and universities encounter political intrusion, a lack of coordination, and a disincentive for innovation. To meet the challenge of globalization, there is a clear intention on the part of the Australian government to create a competitive and commercialized higher education system (Pick, 2006). Professionals have also begun to accept the view that universities and other higher education institutions should be independent bodies so as to maintain the power to make their own decisions. This can be exemplified by the Melbourne University and Monash University's participation in the Universitas 21 and Melbourne University's decision to set up a private university (Tierney and McInnis, 2001).

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